

<b>Course title</b> Skills Workshop	<b>Kurstitel</b> Skills Workshop
<b>Line of study</b> Design for People, Design for Planet and Design for Play, 1st year.	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 10	<b>Course number</b> KA1SW--BME KI1SW--BME KK1SW--BME KM1SW--BME KT1SW--BME
<b>Exam form</b> Oral	<b>Assessment</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b> The exam is taken individually. Duration: 30 minutes (incl. evaluation)

### Course objective

In order to be able to push the boundaries in idea and design development as well as a means to communicate and collaborate with others, it is crucial for designers from all disciplines to be able to experiment with material and/or immaterial prototypes in the workshops.

This course emphasizes a craft based approach introducing the workshops of the school as places where to think through hands and material. It introduces and expands the students' knowledge of the skills associated with their specific design discipline and gives the students a foundation for developing their future project work.

In the course, the workshop tools and techniques will be introduced on a basic and an advanced level. Based on, and concurrently with the introductions, the student is expected to develop a design within their specific design field, through applying the introduced techniques.

### Learning outcome

At the examination, the student is expected to:

#### Knowledge

- explain how hands-on experiments, sketching and prototyping can inform a design process
- describe and compare the introduced tools and techniques in relation to their ability to push the student's idea and design development forward



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Skills

- use and experiment with the tools and techniques introduced in the subject area through material experiments and/or prototypes

Competencies

- use material experiments and/or prototypes to inform idea and design development
- be able to develop a design within the field of the introduced techniques and tools

<b>Course title</b> Situating Social Design	<b>Kurstitel</b> Social design
<b>Line of study</b> Design for People, 1 <sup>st</sup> year	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Anne Corlin
<b>ECTS</b> 10	<b>Course number</b> PE1SD--KME
<b>Exam form</b> Oral	<b>Assessment</b> 7-point grading scale
<b>Censur</b> Internal	<b>Comments</b> The exam takes the form of either an individual exam or a group exam (for up to four students in a group).  For an individual exam, the duration is 30 minutes (incl. evaluation) For groups of two students, the duration is 50 minutes For groups of three students, the duration is 70 minutes For group of four students, the duration is 90 minutes  In appendix 14 of the Curriculum Framework, the examination regulations for the course is available.

### Course objective

Designers are increasingly entering domains of social challenges such as improved working or living conditions. The purpose of this course is to enhance the students understanding of social design, by situating social design within the field of design both through theoretical readings and through concrete project work within the field of social design.

This course takes point of departure in the changing role of the designer and enhances the student's knowledge about the contextual development and expansion of design and the designer's role.

The course introduces to domains where design can have social impact and foster change. The students will work with the development of designing 'for' people to designing 'with' people and in the trajectories of social design and design for social innovation. The students will be taught to start situating their design disciplines into the field of social design, through project work and/or exercises.

In the course the students will emphasis their knowledge and skills regarding stakeholder/user/citizen involvement, and this course provide the students with knowledge about design anthropology.



**Learning outcome**

At the examination, the student is expected to:

Knowledge

- describe the changing role of the designer
- explain the core lines in social design and design for social innovation
- identify domains where design can have a social impact

Skills

- organize a user involvement study
- apply and transfer insights from user involvement into the design project

Competencies

- develop a design project based on the identified challenge and user and stakeholder involvement process
- argue their role as a designer in the design process

<b>Course title</b> Empathic Equality	<b>Kurstittel</b> Empatisk lighed
<b>Line of study</b> Design for People, 1 <sup>st</sup> year	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Anne Corlin
<b>ECTS</b> 10	<b>Course number</b> PE1EL--KME
<b>Exam form</b> Oral	<b>Assessment</b> 7-point grading scale
<b>Censur</b> Internal	<b>Comments</b> The exam takes the form of either an individual exam or a group exam (for up to four students in a group).  For an individual exam, the duration is 30 minutes (incl. evaluation) For groups of two students, the duration is 50 minutes For groups of three students, the duration is 70 minutes For group of four students, the duration is 90 minutes  In appendix 14 of the Curriculum Framework, the examination regulations for the course is available.

### Course objective

Design for social innovation sometimes engages with people in challenging situations. People can be placed in either permanent or temporary exposed situations, which calls for new ways of solving complex and delicate issues. The course focuses on empathic design, equality, and ethics.

The students will enter the field of participatory design and reflect on how participatory design methods can support an equal involvement of the user. The students will gain knowledge about regulations around user involvement such as anonymity and confidence. The students will train their capabilities in participatory design methods. They will develop tools for conducting user observation or user interaction and account for technics, methods, and approaches for putting tools/toolkit into action. Knowledge and skills will be put into practice through participatory project-work within the context of care, health, and wellbeing.

### Learning outcome

At the examination, the student is expected to:

#### Knowledge

- explain the core thoughts in empathic design
- describe the core of the participatory design approach in a design project

#### Skills

- analyse the context and challenge in the contextual setting for the design project
- show ability to organise the process for the participatory design project



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#### Competencies

- develop tools/ toolkits, technics, methods, and approach to use in the participatory design project
- develop a design solution, answering the course brief, based on the participatory design process

<b>Module title</b> Critical Framing	<b>Modultitel</b> Kritisk rammesætning
<b>Line of study</b> People, 1 <sup>st</sup> year	<b>Approved</b> 29.08.2019
<b>Level</b> MA	<b>Responsible</b> Anne Corlin
<b>ECTS</b> 10	<b>Course number</b> PE1CF--KME
<b>Exam form</b> Oral	<b>Assessment</b> External, 7-point grading scale

### Course objective

This course addresses that future designers need to master critical thinking. Through a theoretical point of departure in critical design, speculative design and design fiction the course focuses on carrying out a critical approach as the core foundation in the students' project work.

In this course the students are asked to identify a social or societal challenge to be addressed by design practice. As a result, the students will enhance their capabilities in framing a social or societal challenge and to develop a design project addressing the identified challenge from a critical perspective.

### Learning outcome

At the examination the student is expected to:

#### Knowledge

- Explain the core line of thoughts in the literature on critical design, speculative design and design fiction
- Describe examples of critical, speculative or fictional design projects

#### Skills

- Identify and analyse a social or societal challenge to be addressed through a critical approach
- Organise a design process with a critical approach

#### Competencies

- Develop a design project which answers the identified challenge
- Argue the role of the designer in a critical design project

Please also see the examination regulations for the courses on the first year of the Master programme in Appendix 14 of the Curriculum framework.

<b>Course title</b> Deep Research	<b>Kurstitel</b> Deep Research
<b>Line of study</b> Design for People, Design for Planet and Design for Play, 2 <sup>nd</sup> year.	<b>Approved</b> 19.03.19
<b>Level</b> MA	<b>Responsible</b> Anne Louise Bang
<b>ECTS</b> 10	<b>Course number</b> KF2DR--BSE
<b>Exam form</b> Written	<b>Assessment</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b> The exam takes the form of an individual written academic assignment of maximum 5 standard pages.

### Course objective

This course focusses on understanding scientific research as an approach to generating, collecting or analyzing data in a systematic, transparent and valid way, to be able to understand and evaluate existing situations, create knowledge and develop innovative design solutions.

Within the Design for Play master program, the students use qualitative and/or quantitative academic methods to assess the value of play from one or several of the following perspectives; a learning perspective (i.e. physical, cognitive, social, creative), an experience perspective (i.e. joy, engagement, iteration) or an organizational perspective (i.e. growth, innovation, profit, collaboration).

Within the Design for People and Design for Planet master programs, the students take their point of departure in the taught theory of science and use qualitative and/or quantitative academic methods to conduct a design experiment.

Within the design experiment, the students must develop a strong research setup for producing and analyzing empirical data.

### Learning outcome

At the examination, the student is expected to:

#### Knowledge

- describe a selection of empirical research approaches
- describe selected approaches to science theory that are used as foundation for the design experiment (e.g. phenomenology, pragmatism)
- explain methods for generating, collecting and analysing empirical data gained from the design experiment





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Skills

- formulate, conduct and document a design-led experiment
- combine different methods for triangulation of data
- analyse and compare data from the design experiments against course literature in order to identify findings

Competencies

- position design research in relation to scientific knowledge
- generate data through the design experiment
- analyse data generated through the design experiment and disseminate findings in a written academic format

<b>Course title</b> Design for behavioral change	<b>Kurstitel</b> Design for adfærdsændringer
<b>Line of study</b> Design for People and Design for Planet, 2 <sup>nd</sup> year	<b>Approved</b> 29.08.19
<b>Level</b> MA	<b>Responsible</b> Thomas Binder and Eva Brandt
<b>ECTS</b> 15	<b>Course number</b> KX2DC--BMU
<b>Exam form</b> Oral	<b>Grading</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b> The exam takes the form of either an individual exam or a group exam (for up to four students in a group).  For an individual exam, the duration is 40 minutes (incl. evaluation) For groups of two students, the duration is 65 minutes For groups of three students, the duration is 90 minutes For groups of four students, the duration is 1 hour 55 minutes

### Course objective

The future has become precarious because of climate change, global inequalities and scarcity of resources. For many people it is easier to imagine catastrophes than to envision futures that meet these challenges. Traditionally design has pushed everyday behaviors through contributing with imagery for the good life. Today behavioral change is as important as ever and design and design processes are essential means in imagining and rehearsing other futures.

This course introduces the students to design, that engages people in changing everyday cultures through imagery of other futures. Bringing inspiration from anthropology and with support of design anthropological methods the course is concerned with how to design for behavioral change that responds to complex social and environmental challenges.

The students will be introduced to design anthropology and the use of such methods as codesign/cocreation (e.g. workshops, design games, dialogue tools) and design interventions (e.g. performances, artefacts, spatial reconfigurations).

In the project the students must (1) identify and engage with a context or site, where complex challenges call for changing everyday cultures, and (2) develop and use appropriate methods to involve those concerned in behavioral change through co-creating imagery of other futures.



**Learning outcome**

At the examination the student is expected to:

Knowledge

- be able to describe key concepts, methods and approaches, within the course literature.
- be able to discuss the role of the designer within this field.

Skills

- identify a relevant challenge to work with
- be able to develop appropriate methods to involve people in designing for behavior change

Competencies

- be able to able to plan and execute a design process for behavioral change
- be able to document and in a convincing manner present the design for behavioral change project
- be able to reflect upon and communicate the potential effects of the design project

<b>Course title</b> Career Lab	<b>Kursustitel</b> Career Lab
<b>Line of study</b> Design for People, Design for Planet and Design for Play, 2 <sup>nd</sup> year.	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 5	<b>Course number</b> KF2KV--BUE
<b>Exam form</b> Class participation	<b>Assessment</b> Pass/fail
<b>Censur</b> Internal	<b>Comments</b> The exam is in the form of class participation and requires you to attend a minimum of 75% of the lessons and participate actively in class.  The re-exam consists of a written assignment of maximum 9 standard pages that covers the learning outcome of the course.

### Course objective

The course consists of strategic career promoting elements for designers, understanding of competencies, communication and business knowledge.

The ability to communicate your competencies and potential in a receiver-oriented manner is vital to ensure that the message is received correctly. This combined with understanding of target-group and practice in variation of your message and the tools supporting the particular message.

Working as a designer it is important to understand how design helps businesses create economic value, which different roles and positions a designer might have in different companies.

The course gives a basic understanding of legal conditions in relation to the design profession, and an introduction into market conditions, rights and employment possibilities.



**Learning outcome**

At the examination, the student is expected to:

Knowledge

- have knowledge about IRP
- have knowledge about how the Danish job market rules and legislations.
- have knowledge of how designing products/services can create economic growth.

Skills

- convert your design competences to a wide labour market
- create a profile on LinkedIn, social media and job portals
- write target oriented job applications
- build up a professional CV and a target oriented portfolio
- communicate your skills and competencies through an elevator pitch

Competencies

- know how to fit into the value chains of a given company/ institution
- target your communication towards a specific target group
- communicate target oriented value proposition

<b>Course title</b> Master's Project	<b>Kurstitel</b> Kandidatprojekt
<b>Line of study</b> Design for People, Design for Planet and Design for Play, 2 <sup>nd</sup> year	<b>Approved</b> 31.08.18
<b>Level</b> MA	<b>Responsible</b> Eva Kappel
<b>ECTS</b> 30	<b>Course number</b> KP2KA--KME
<b>Exam form</b> Written thesis followed by an oral defence	<b>Assessment</b> 7-point grading scale
<b>Censur</b> External	<p><b>Comments</b></p> <p>In order to attend the oral defence, the student must submit a written thesis.</p> <p>The thesis may be written individually or in groups of a maximum of three (3) students.</p> <p>The maximum size allowed for the written thesis (in number of pages) is defined by the number of students:</p> <p>1 student = maximum of 25 standard pages, excluding front page, table of contents, literature list and appendices.  2 students = maximum of 37,5 standard pages  3 students = maximum of 50 standard pages</p> <p>If the thesis is written in groups the oral defence can take place either individually or in groups:</p> <p>For an individual exam, the duration is 60 minutes (incl. evaluation)  For groups of two students, the duration is 90 minutes  For groups of three students, the duration is 120 minutes</p> <p>In appendix 16 of the Curriculum Framework, the examination regulations for the course is available.</p>



**Course objective**

The Master's project must document that the student is able to solve relevant and complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the Master's project, the student is able to put her or his entire professional expertise in play. Knowledge, skills and competencies acquired through the specialisation are demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The Master's project is the student's framework to demonstrate her or his own design-professional potential in a relevant design project.

**Learning outcome**

The Master's project must demonstrate that the student at a high level:

Knowledge

- has business understanding
- has digital knowledge
- has an understanding of own design-professional competencies
- has an understanding of the scientific methods and theories of the design discipline

Skills

- is able to identify and justify a relevant design-professional challenge
- is able to identify a relevant external part
- is able to set complex professional goals
- is able to master the artistic techniques and methods of the design discipline in a professional manner
- is able to reflect on the process and methods of the Master's project
- is able to communicate and discuss a complex design project with colleagues and lay people

Competencies

- is able to plan, manage and complete the design process from initial idea to execution, implementation and presentation (oral and visual)
- is able to demonstrate a novel design project where idiom and aesthetics are at the highest artistic level
- is able to put a design project into perspective in relation to an international context
- is able to demonstrate an understanding of the user(s) in relation to the project
- is able to apply the theories of the discipline to solve a relevant problem and put it into perspective